

### Overview

The purpose of this lesson is to give the students an understanding of how important the events in Kansas Territory were to the nation. The students will use a primary source document (a newspaper article from 1858) and work cooperatively to summarize and organize the information found in the article. The lesson is presented as a two-day lesson but can be adjusted to meet the individual needs of each classroom.

### Standards

#### History:

Benchmark 2, Indicator 3 The student analyzes the importance of “Bleeding Kansas” to the rest of the United States in the years leading up to the Civil War. (e.g., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and Rifle Colony, poems of John Greenleaf Whittier, John Brown).

#### Reading:

Benchmark 4, Indicator 9 The student uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.

### Objectives

#### Content:

- The students can explain why events in Kansas Territory were important to the nation.
- The students can retell one thing about the cities of Leavenworth, Topeka, Lecompton, and Lawrence in 1858.

#### Skills:

- The students will read a primary source to gain information.
- The students will use paraphrasing to summarize the meaning of a specific text.

### Essential Questions

- Why would the nation be interested in what was happening in Kansas Territory?
- How does the popular media reflect the concerns, issues, and events of the time?



## Activities

This activity uses the following *Read Kansas* cards:

- **All Eyes Were on Kansas Territory**
- **Frank Leslie's Illustrated Newspaper**

### Day 1

1. Have the students read **All Eyes Were on Kansas Territory** *Read Kansas* card. Discuss the reading so that the students have a strong understanding of the popular press during the territorial period. Make sure they understand what a primary source is and that *Frank Leslie's Illustrated Newspaper* and *Harper's Weekly* are examples of primary sources. Reinforce why the nation's eyes were on events in Kansas Territory.
2. Explain to the students that they are going to read a primary source. Using the **Frank Leslie's Illustrated Newspaper** *Read Kansas* card, introduce them to *Frank Leslie's Illustrated Newspaper, December 25, 1858*. As a class discuss the text features and have the students speculate about what they will be reading.
3. Read the first section of the **Frank Leslie's Illustrated Newspaper** *Read Kansas* card entitled "The Cities of Kansas" together as a class. Use the graphic organizer to discuss questions about this section.
4. Divide the class into four groups. Have each group take one of the cities listed in the article. Each group is going to prepare a short (five minutes or less) newscast about their city in 1858. To do this they must summarize and organize the information in the primary source. They may use both the text and the illustrations.

### Day 2

1. Have each group present the newscast about its city. If you have the time and equipment, you might actually want to videotape the newscast and put the four segments together through the use of introductions by an appointed "news anchor."

## Assessment

1. Observe the students' ability to participate in the class discussion and articulate why events in Kansas Territory were important to the nation.
2. Evaluate the students' ability to successfully summarize and organize material into a short newscast.

## For the Teacher

This lesson will be most useful if used in conjunction with a more complete unit on Kansas Territory or "Bleeding Kansas." If you are using the textbook, *The Kansas Journey*, this lesson can be used with Chapter 4. The primary sources used in this lesson, as well as others, can be found at [www.territorialkansasonline.org](http://www.territorialkansasonline.org).

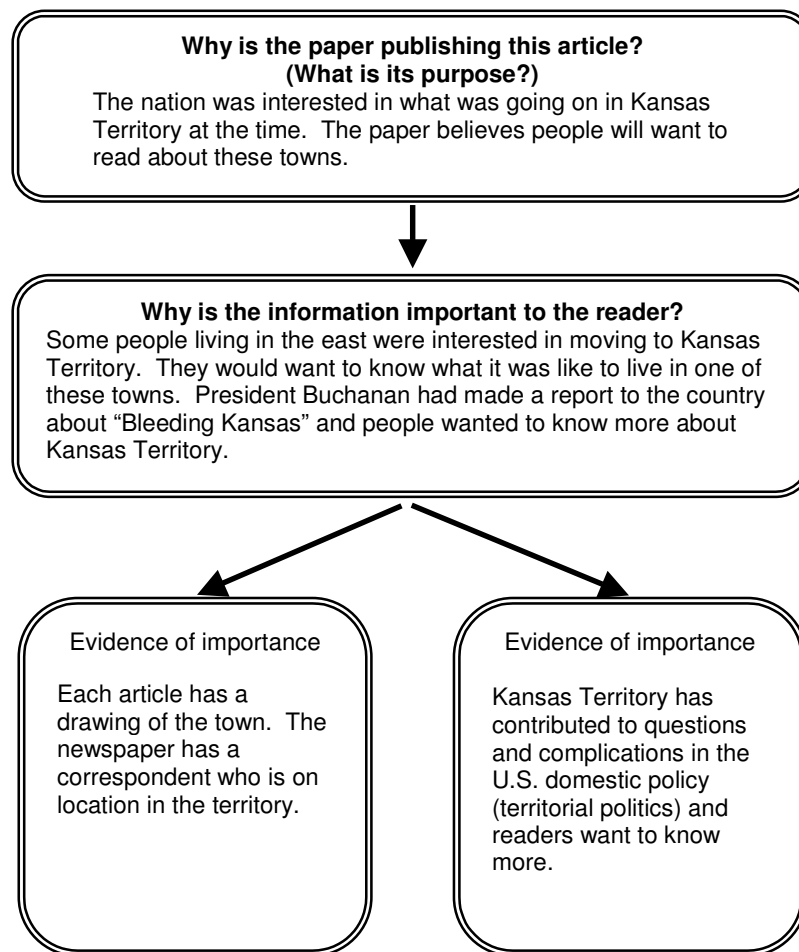
Notes about using primary sources:

- Historians use primary sources to help determine what happened in the past.
- A primary source is a document or an artifact that was created at the time of an event or by a person who was present at the event. This makes it a first-hand account.

Photographs, newspapers, broadsides, census records, letters, and diaries are all primary sources.

- Once an historian pieces together the events of the past through primary sources, he or she interprets those materials to tell the story of the past.
- When primary sources are edited they may contain bracketed words ([ ]). This may be done when the original word is misspelled. The word(s) in brackets indicates a word that was inserted by the editor.
- When primary sources are edited for length they will contain ellipses (...). This means words or sentences have been deleted.
- When a primary source is transcribed there may be words that cannot be deciphered and they will be marked in a specific way (xxx).
- If a primary source is difficult to read and understand, try reading it aloud. This generally helps with comprehension.

Answer key:



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Resources for this lesson are from:

- Kansas State Historical Society collections
- Library of Congress

Name: \_\_\_\_\_

## Frank Leslie's Illustrated Newspaper

[No. 160-VOL VII]

New York, Saturday, December 25, 1858

[Price 6 cents]

**Why is the paper publishing this article?  
(What is its purpose?)**



**Why is the information important to the reader?**

Evidence of importance

Evidence of importance